DOCUMENT RESUME

ED 382 146 HE 028 347

AUTHOR Gillie, Scott
TITLE Postsecondary Encouragement in Indiana: A Progress Report.
INSTITUTION Indiana Coll. Placement and Assessment Center, Bloomington.
PUB DATE May 95
NOTE 16p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Black Students; College Bound Students; *Educational Trends; *Enrollment; *Enrollment Trends; *Higher Education; High Schools; High School Seniors; Hispanic Americans; Minority Groups; State Surveys; Student Financial Aid; *Trend Analysis
IDENTIFIERS African Americans; Hispanic American Students; *Indiana; Indiana Academic Honors Program; Scholastic Assessment Tests

ABSTRACT

This report summarizes indicators of progress in encouraging Indiana high school students to pursue postsecondary education and training. The report uses text, tables, and graphs to address: (1) trends in high-school seniors' postsecondary plans (as reported in the Indiana Department of Education senior intentions survey); (2) trends in postsecondary enrollment of traditional-age students; (3) trends in the postsecondary enrollment of historically underrepresented groups, African-Americans and Hispanics; (4) trends in high-school students' preparation for college; (5) trends in participation in the Indiana Academic Honors Program (a program of study recognized by all Indiana public postsecondary institutions as qualifying students for automatic admission); (6) trends in Indiana participation in the Scholastic Assessment Tests; and (7) trends in Indiana financial aid participation. Among indicators noted are the following: postsecondary participation by Indiana students has increased 29 percent in the past 5 years; most families of ninth-graders haven't yet begun or are unable to set money aside for their children's postsecondary education; college enrollments leveled off in 1993-94 and 1994-95. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 382 146

POSTSECONDARY ENCOURAGEMENT IN INDIANA: A PROGRESS REPORT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Indiana Coll Placement & Assessment Center

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INDIANA COLLEGE PLACEMENT AND ASSESSMENT CENTER

BEST COPY AVAILABLE

NE 024 347

FOR CLYDE INGLE
INDIANA COMMISSIONER FOR HIGHER EDUCATION
1984-1995

Indiana progress in improving postsecondary participation derives from the unrelenting attention and focus of the Indiana Commission for Higher Education and from the leadership of its chief executive, Dr. Clyde Ingle. As Dr. Ingle enjoys his retirement from the position that he has held for more than ten years, this booklet will remind him that relentless efforts are the stuff of which progress is made.

Under the direction of the Indiana Commission for Higher Education, the Indiana College Placement and Assessment Center's mission is to inform, encourage, and support the education and career development of the people of Indiana.

The ICPAC Hotline and PLAN computer resource are supported by a major grant from the Indiana Secondary Market for Education Loans, Inc.

Co-Principal Investigators for ICPAC are Dr. Roger Farr and Dr. Leo Fay, School of Education, Indiana University.

BEST COPY AVAILABLE

Postsecondary Encouragement in Indiana: A Progress Report

May 1995

Indiana College Placement and Assessment Center
2805 East Tenth Street, Bloomington, Indiana 47408
812-855-8475 1-800-992-2076

BEST COPY AVAILABLE

Contents

Introduction 3

Indicators of Postsecondary Encouragement 4

High School Senior Intentions 5

Postsecondary Participation of High School Graduates 6

African American and Hispanic Participation 7

Enrollment in Selected College Preparatory Courses 8

Participation in the Academic Honors Program 9

Participation in College Admissions Testing 10

Financial Aid Participation 11

Summary 12

BEST COPY AVAILABLE

Postsecondary Encouragement in Indiana: A Progress Report

Indiana College Placement and Assessment Center (ICPAC)

by Scott Gillie, Executive Director

Introduction

This report focuses upon measures or indicators of progress in encouraging Indiana high school students to pursue postsecondary education and training. The Indiana College Placement and Assessment Center, since 1986, has developed a statewide program of information and service to encourage and support the educational and career aspirations of Indiana students and their families. Indications of effect are, therefore, of considerable interest to the center.

There are positive indications that Indiana has improved in preparing young people for the future. A growing proportion of high school students are pursuing postsecondary education. Increasing numbers of students are preparing for college through academic preparation, taking college admissions tests, and pursuing honors diplomas. Greater numbers of students are taking advantage of the state's financial aid programs.

In addition, new state initiatives such as Core 40, IPASS, and Career and Course Planning likely will contribute to even more improvement in the quantity and quality of postsecondary participation in Indiana.

Indiana must strive to meet several challenges to improving (or even sustaining) postsecondary participation of recent high school graduates:

- a history of low college participation for the state as a whole,
- low rates of African American and Hispanic participation in Indiana higher education when compared with the majority population,
- an employment structure that historically provided well-paying jobs to lower-skilled workers and which encouraged job entry upon high school graduation
- an employment structure that doesn't absorb a large number of Hoosier college graduates resulting in an out-migration of talent and educational investment, and potentially discouraging some Hoosiers from enrolling in postsecondary education,
- a majority of college entrants whose parents have no collegiate experience,
- an educational structure at the secondary level that yet provides limited opportunity for students to enroll in key preparation courses,
- a relatively high cost of postsecondary education, a widening affordability gap, and increasing dependency upon borrowing to meet college costs,
- a majority of families that don't or aren't able to provide funds for their children's postsecondary education, and
- a secondary guidance system overtaxed by large caseloads, daily crises, administrative tasks, and increasing demands to deal with serious personal and social problems.

BEST COPY AVAILABLE

In this challenging context, ICPAC proceeded in 1986 to initiate a statewide information system that would increase opportunity to participate in postsecondary education through providing relevant, timely information to young people and their families. ICPAC connects the aspirations of students and the concerns of parents with vital information that

- delineates steps in planning and preparing for postsecondary education and careers,
- supports the notion that postsecondary education is attainable by all who prepare themselves,
- describes and makes available numerous resources and services that support student development and parental involvement, and
- offers key rationale and decision-support schema in an understandable presentation.

Several indicators suggest a growing proportion of young Hoosiers are enrolling in Indiana colleges, universities, and other postsecondary programs. Postsecondary enrollments have grown during a period of shrinking graduating classes; after years of a widening gap between majority and minority postsecondary participation, the gap has begun to close; annual surveys of high school seniors show steady increases in the proportion who intend to pursue postsecondary education; participation in the Academic Honors Diploma is increasing; participation in college admissions testing programs is increasing; and participation in student financial aid programs has grown dramatically.

ICPAC has played a major role in the state's information campaign to encourage postsecondary participation. A discussion of key indicators that mark improvements in postsecondary participation and postsecondary preparation follows.

That gains occurred during a time of significant increases in the cost of postsecondary attendance is evidence of strengthened Hoosier resolve to seek higher levels of education than in the past. However, there is no assurance that the gains will be sustainable without further efforts, and there is little margin of comfort in view of a Hoosier adult population that ranks last in the country in the percentage of adults who completed college. Without an educated citizenry, which places a high value on investment in education, there remains a constant danger of reversing a decade of impressive progress in improving postsecondary participation.

Indicators of Postsecondary Encouragement

Progress in postsecondary encouragement reflects the work of counselors, teachers, students, administrators, parents, postsecondary leaders, and many agencies and organizations that support educational attainment in Indiana.

This section of the report will present and discuss the following indicators of postsecondary encouragement:

- trends in high-school seniors' postsecondary plans (as reported in the Indiana Department of Education senior intentions survey);
- trends in postsecondary enrollment of traditional-age students (data reported by the Indiana Commission for Higher Education);
- trends in the postsecondary enrollment of historically underrepresented groups, African-Americans and Hispanics (data reported by the Indiana Commission for Higher Education);
- trends in high-school students' preparation for college (data reported by the Indiana Department of Education and the College Board);
- trends in participation in the Indiana Academic Honors Program, a program of study recognized by all Indiana public postsecondary institutions as qualifying students for automatic admission (data reported by the Indiana Department of Education);
- trends in Indiana participation in the SAT (data reported by the College Board and ACT); and
- trends in Indiana financial aid participation (reported by the State Student Assistance Commission of Indiana).

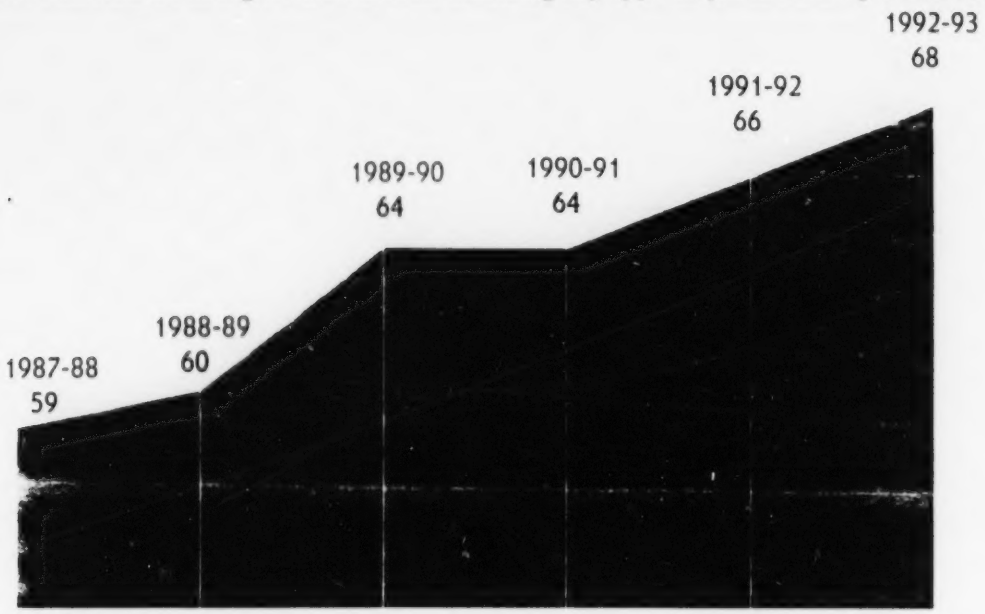
BEST COPY AVAILABLE

Discussion: Postsecondary Intentions

Each year, the Indiana Department of Education surveys high schools to report the post-high school intentions of graduating seniors. The table below aggregates all types of postsecondary education, including vocational and technical colleges, two-year colleges, and four-year colleges and universities. The change between 1988 and 1993 is a 15 percent increase during the period, when calculated as a ratio of the amount of change (9) to the base rate (59).

Postsecondary Intentions Reported by High School Seniors 1987 - 1993

Year and Percent of high school seniors intending any type of postsecondary education



Source: Karen Lane, Division of Education Information Services, Indiana Department of Education.

BEST COPY AVAILABLE

Discussion: Growth in Postsecondary Participation in Indiana

Overall postsecondary participation in Indiana increased during the 1990-1993 period. This gain has been supported by an increasing proportion of high school graduates going on to postsecondary education.

During this same period, there has been a decline in the number of public high school graduates, from approximately 61,000 in 1990 to 58,000 in 1993.

Total participation in Indiana postsecondary education grew from 250,946 in 1990-91 to 253,894 in 1993-94. However, enrollment peaked in 1992-93 with 266,091 total students.

The growth in participation during this time of diminishing numbers of high school seniors suggests four plausible explanations:

- a higher proportion of Indiana high school students are attending college;
- Indiana is experiencing an entry of significant numbers of older adult students;
- a greater percentage of college matriculants are persisting in college; and
- students may be taking longer to complete a college degree, thus increasing headcount.

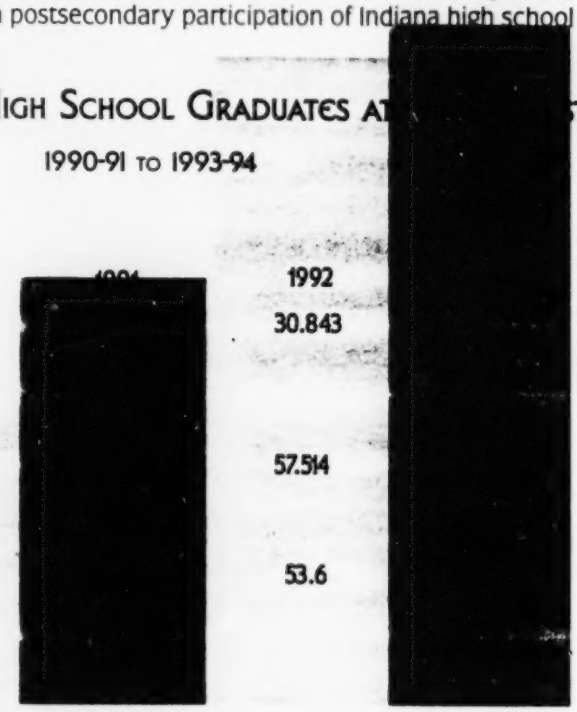
Data from the Indiana Commission for Higher Education student information system are consistent with the intentions data reported by IDOE and with enrollment reports from the Independent Colleges of Indiana. Evidence is very strong that the proportion of high school graduates who attend college is on the rise in Indiana. Note: the figures below do not reflect the high school graduates who attend out-of-state institutions. Recent figures indicate that 11.9% of Indiana college freshmen attend institutions outside the state of Indiana.

The growth in public participation has been paralleled by growth in the independent sector. Indiana independent institutions have enjoyed modest enrollment gains during the period. The Independent Colleges of Indiana report total enrollment growth from 53,570 to 57,046 from 1987-88 to 1991-92. Slight gains have continued among the independent colleges in 1992-93 and 1993-94. The independent colleges enroll higher proportions of traditional-age college students than do the public institutions. Therefore, it seems likely that Indiana independent colleges are benefitting from an increase in postsecondary participation of Indiana high school graduates.

Participation of Recent High School Graduates at [illegible] stitutions

1990-91 to 1993-94

Year of Matriculation	1990	[illegible]	1992
Freshman Enrollment of Hoosier High School Graduates	29,514		30,843
Number of Indiana Public High School Graduates	60,979		57,514
% of Recent H.S. Graduates at Indiana Postsecondary Institutions	48.6		53.6



Source: Jeffrey Weber, Indiana Commission for Higher Education.

BEST COPY AVAILABLE

Discussion: Indiana Trends in Enrollment of African-Americans and Hispanics

Since 1979, the Indiana Commission for Higher Education has tracked the participation of African-American students and since 1988, Hispanic students in Indiana higher education. The Commission set a goal of higher education enrollment that is proportional to these groups' share of the state population. Recent data suggest that improvements are occurring with respect to the achievement of this goal, as the table below displays.

Any effect of the ICPAC program will be noted beginning with the 1991-92 academic year. In that year, a part of the increase in African-American and Hispanic participation may be attributable to the enrollment recovery of Ivy Tech State College in the year following a substantial loss of students.

In 1992-93, 16 percent of the 5,200-student increase in Indiana postsecondary enrollment was constituted by African-Americans. African-Americans constitute just over 8 percent of Indiana high school graduates.

The 1992-93 enrollment level of Hispanics exceeded the 1987-88 enrollment level by 50 percent.

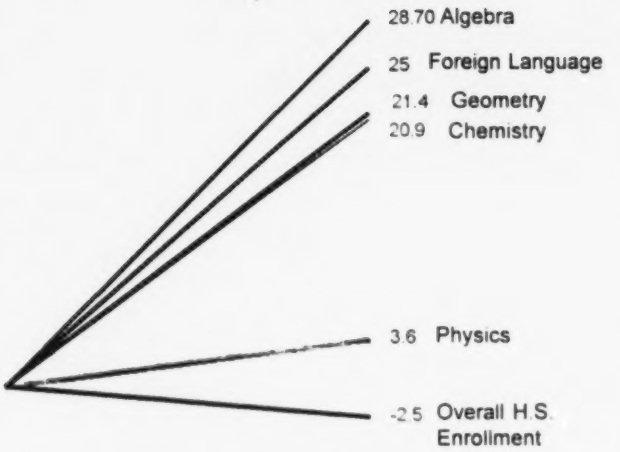
It is reasonable to conclude that Indiana efforts to encourage minority participation have begun to show positive effects in terms of postsecondary enrollments.

African-American and Hispanic Percent Share of Total Enrollment 1988-1993

Year	African-American	Hispanic
1988-89	6.2	1.4
1989-90	6.1	1.7
1990-91	5.9	1.9
1991-92	6.3	2.1
1992-93	6.4	2.5

Source: Indiana Commission for Higher Education.

BEST COPY AVAILABLE



College Preparation by Selected High School Courses
Enrollment increases from 1988-89 to 1992-93

Discussion: Increases in College Preparation

Indiana high school students have a history of enrolling in fewer college preparatory subjects, especially advanced mathematics and science courses, than students in other states. An analysis of Indiana Department of Education enrollment reports suggests that this historical pattern may be changing. Courses that are key components of college preparation show significant enrollment increases. These courses include algebra, geometry, chemistry, and foreign languages.

Recent data from the College Board show that since 1988, the increase in college preparatory course enrollment in Indiana has been about three times that of the nation, a 13 percent increase for Indiana versus 4 percent for the nation. These figures are indicated by SAT takers who have taken 16 or more years (4 college preparatory courses x 4 years = 16 years) of college preparatory subjects: English, mathematics, foreign language, natural sciences, social sciences, art, and music.

In addition to adding to the numbers of qualified prospective students, high school academic preparation reduces the amount of remediation given to students at the college level, shortens the time to graduation, and improves college persistence.

College Preparation by Selected High School Courses

Comparison of 1988-89 with 1992-93

Course	1988-89	1992-93	Change %
All foreign language	98,534	123,167	+25.0
All 1st-yr chemistry	28,067	33,944	+20.9
All 1st-yr physics	12,816	13,275	+3.6
All 1st-yr algebra	43,641	56,162	+28.7
All 1st-yr geometry	34,753	42,193	+21.4
Enrollment	**1988-89**	**1992-93**	**Change %**
All grades 9-12	284,698	277,556	-2.5

Source: Karen Lane, Indiana Department of Education, Education Information Systems Division. Report prepared by Scott Gillie, Indiana College Placement and Assessment Center.

BEST COPY AVAILABLE

Discussion: Increases in Academic Honors Diploma Completion

The Academic Honors Diploma requires the completion of 47 high school credits in specific areas of study compared with the state graduation requirement of 38 credits. These course requirements include four years of English and mathematics, three years of science and social sciences, three to four years of foreign language, and one year of fine arts. These courses must be among the most rigorous offered within the school and must have been approved by the Indiana Department of Education. In addition, the honors diploma requires a B grade average and no grade lower than C. In 1994, Indiana public postsecondary institutions agreed to grant admission to all honors diploma graduates.

Completion of the honors diploma is an indicator of the acceptance by students of the importance of high school preparation for postsecondary education. As can be seen by the graph and table below, the percentage of students completing this diploma between 1989 and 1993 increased by 2.5 times.

Indiana Academic Honors Graduates
1989 - 1993

Year	Number of Honors Diploma Graduates
1989	2,501
1990	3,329
1991	4,844
1992	5,209
1993	5,868

Percentage of Graduating Class completing the Academic Honors Diploma each year

Source: Data from Indiana Department of Education as reported by the Indiana Commission for Higher Education, February 3, 1995.

BEST COPY AVAILABLE

Discussion: Increases in College Admissions Test Participation

Taking a college admissions examination is a confirmation ritual for the college-bound student. Few students take these examinations who do not plan to enter college. Therefore, taking college admissions examinations is a benchmark of college intentions.

Just as important, the omission of a college admissions examination from college preparation activities results in limited postsecondary opportunities. It is vital for the continued improvement of postsecondary participation that students take part in a college admissions test.

In Indiana, the SAT is the predominant college entrance examination; over 36,000 students took the SAT in 1993-94. Since 1988, the percentage of high school seniors who have taken the test has increased by 8 percent. In 1993-94, there was a slight (.2 percent) drop in the percentage of seniors who took the SAT.

Also indicative of increased college intentions by Indiana high school students in the past four years is the number who have chosen to take the ACT. That number has grown from about 7,000 test-takers to 18,000 test-takers in 1993-94, an increase of 257%.

Indiana SAT Participation
1988-1994

Year	Percentage of Indiana High School Seniors who take the SAT
1988	55
1989	56
1990	56
1991	58
1992	59
1993	60
1994	60

Source: Data supplied by College Board and reported by the Indiana Commission for Higher Education.

Discussion: Financial Aid Participation in Indiana

The chart below shows significant increases in participation in the Indiana grant program. The number of awards offered in 1993 exceeded that of 1988 by 73 percent. The actual amount of aid awarded averages about 70 percent of the amount offered.

No doubt, the increasing gap between the cost of higher education and the ability of families to pay has fuelled the increase. However, relative to other states, Indiana's growth in participation has been tremendous.

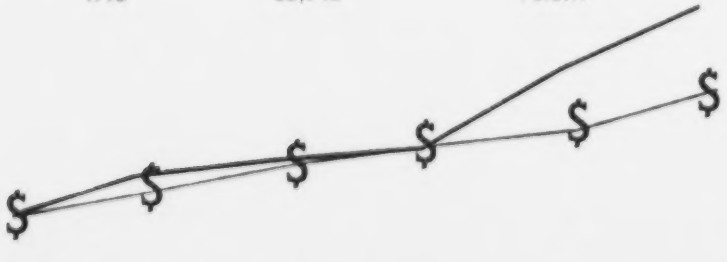
Indiana has been innovative and effective in providing financial aid outreach services. An active professional association, the Indiana Student Financial Aid Association, has launched efforts to include first-generation and minority students in financial aid programs. These efforts include College Goal Sunday and Financial Aid Awareness Week. In cooperation with the State Student Assistance Commission of Indiana (SSACI), ICPAC sends financial aid applications to the homes of Indiana high school seniors. For the first year of this effort, SSACI reported a 50 percent increase in applications from first-time filers, and as reported below for 1992, increased awards by 21% in a single year. This growing trend is noted by asteriks in the chart below.

The good news is that information about the availability of financial aid and about how to apply has stimulated financial aid participation beyond expectations. The bad news is that the combination of increased participation and increased costs of attendance has resulted in a steadily eroding state grant award.

Indiana State Grants Offered

1988 - 1993

YEAR	RECIPIENTS	DOLLARS
1988	32,201	45.4m
1989	36,904	51.6m
1990	38,709	58.7m
1991	39,987	63.6m
1992	48,782*	67.8m
1993	55,948*	78.6m



Source: Dennis Obergfell, State Student Assistance Commission of Indiana.

Summary: A Positive Direction and a Long Way to Go...

There are solid indications of progress in Indiana postsecondary encouragement. An increasing proportion of high school students, across the entire spectrum, is pursuing postsecondary education. However, Indiana students have not reached the national average in postsecondary participation.

Postsecondary participation by Indiana high school graduates has increased 29 percent in the past five years. If Indiana is to lead the nation in postsecondary participation, there is considerable room for improvement. Indiana has moved from the rear to the middle of the pack.

Postsecondary preparation has improved dramatically in recent years, yet Indiana students still trail the nation in the number of college preparatory classes taken. With the full implementation of the Indiana Core 40 curriculum, Indiana students will accelerate improvement in this realm.

College costs have increased while federal and state financial aid have been unable to keep pace. ICPAC surveys show that most families of ninth-graders haven't yet begun or are unable to set money aside for their children's postsecondary education. For many students, college access is directly proportional to the amount of student aid available. Improved participation in financial-aid programs is offset by a decline in the relative value of awards as college costs increase and participants grow in number faster than state and federal aid programs keep pace.

Concern that progress is leveling off accompanies the news that college enrollments in 1993-94 and 1994-95 have not grown. Explanations point to fewer high school graduates and an improving economy. Both explanations may be correct, but the fragility of recent improvements beckons vigilant efforts to maintain the progress that has been made in recent years.

The most recent US Census ranks Indiana last in the percentage of the adult population with a four-year degree or more. Given rough parity with the rest of the nation in postsecondary participation for Indiana's 18-24 age group, the Census data illumine the degree to which Indiana college graduates leave the state for employment. The long-term effect of such migration, in addition to eroding the state's economic base, may be to reduce support for Indiana higher education.

Over a substantial period of time, increasing the proportion of college-going high school graduates may yield an adult population that is characterized by a higher level of educational attainment. However, Indiana's effort to increase the proportion of the adult population that has participated in postsecondary education must confront its own challenges:

- A third of the current workforce has not graduated from high school, and many more do not possess the academic skills needed for success in postsecondary education.
- Although "New Majority" students are receiving greater recognition and support, adult-students must cope with the difficulties of balancing family, work, and school.
- Financial support for adult students, especially part-time students, is minimal.

These challenges may seem daunting; however, when one considers the distance travelled in encouraging postsecondary participation in Indiana, the challenges shrink and the opportunities begin to emerge... .

For Further Reading

A Progress Report - describes the strategic goals of Indiana higher education and the current progress in the achievement of these goals; available from the Indiana Commission for Higher Education, 101 West Ohio, Suite 550, Indianapolis, Indiana 46204.

BEST COPY AVAILABLE

Selected ICPAC Publications

A Profile - Indiana College Placement and Assessment Center - available fall 1995, this publications provides an in-depth description of the center's processes, products, and personnel.

1994 Annual Report - 8 pp.; a summary of ICPAC activities during the 1994 fiscal year.

Better Study Skills for Better Grades and Improved Learning - 24 pp.; this publication covers a range of study skills: reading textbooks, test-taking, writing, mathematics, using a library, and improving memory; aimed at high school students.

Connections - 64 pp.; directed at a ninth-grade audience, this booklet introduces critical topics about planning for future education and work. ICPAC has produced a companion instructor's guide and student worksheet.

ICPAC Future Planner - available fall 1995, this publication is directed at high school juniors and seniors and is jammed with information and activities that enable students to actualize their plans for the future. (1993 edition available now.)

ICPAC Guide to Indiana Colleges and Universities - a compilation of two-page institutional profiles that provide useful digests of information about regionally accredited Indiana institutions.

Specialized information pieces - over 100 articles written and lists compiled for the ICPAC constituency to cover a wide and varied body of information concerning career and education planning.

ICPAC Research Guide - a researcher's introduction to ICPAC surveys and other college-choice research databases.